Lloyd (R.) Grammarian

THE

Schoole-Masters AUXILIARIES,

To remove the *Barbarians* Siege from *Athens*;

ADVANCED UNDER TWO

GUIDES.

The first, leading by Rule and Reason to read and write English dexterously.

The second, asserting the LATINE TONGUE in Prose and Verse, to its just Inlargement, Splendor, and Elegancy.

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BRITISH MUSEUM

IN the first Guide, page 5. l. 6. and 7 place first j consonant and last i vowell, line 22. add a little Rake's head with the teeth upward, p 4. l. 17. change Co, cu, co, to Ca, cu, os, l. 19. blot Che, and l 26. add Chees, That's good after meat, p 5. l. 13. blot is words, p. 7. l. 3. change lynx to jynx, p. 8. l. 2. put i. for j. and l. 3. put u. for v. p. 10. l. 10. put e. for c. and l. 17. change c. into t. p. 11. l. 2. put u. for v. p. 12. l. 8. place the Comma that is before with sound after them, p. 13. l. 15. blot the Comma p. 14. l. 16. put other for any, p. 16. l. 9. write commixtion, and l. 11, motion, p. 18. l. 25. add g. before m. or n. of the same syllable, as in fleagme, felgne, p. 19. l. 23. write not for no, p. 20. l. 31. blot own, p. 24. l. 7. write bloud for blood and l. 13. write bee for be p. 25. l. 1. write knowledge, p. 29. l. 4. put a Comma after couple, and change whereof to Then, l. 5. blot the Comma, p. 30. l. 3. write oftentimes, and p. 38. l. 20. full ring, p. 40. l. 11. write 2. d. for 1. l. p. 43. l. 6. write where in. p. 44. l. 2. write leading, p. 47. l. 32. write pulle, p. 48. l. 16. write regular, p. 50. l. 7. write heaven, l. 12. write in appellative names of dignity, p. 51. l. 17. write Sr. yor. Mr:

In the second Guide, p. 11. l. 22. write specifically, p. 12. l. 11. write animo, p. 25. l. 3. write defecimus, p. 37. l. 27. add unto the Rule, And it may come after an Infinitive of Verbs Substantive, or Passive of calling, in apposition to a precedent Accusative, as *Nolo te mentiri aut dici Magistrum*. p. 44. l. 5. write all Adjectives of three divers endings, p. 47. l. 8. write otis or es edis, p. 48. l. 7. after l. blot vel. c. p. 51. l. 31. write tristis for tustis, p. 56. l. 11. under Genitivo blot u. p. 61. l. 21. after declined write alius ille & ipse, p. 68. l. 28. write creor for tueor, p. 71. l. 14. unto reddo add abscondo l. 22. write Imitatives, p. 72. l. 17. before frequentatives blot simple, and after it blot being Polysyllables. p. 77. l. 6 after the Infinitive Mood, add having always the signe to. l. 16. write abscindere, l. 28. write Gerunds, p. 82. l. 12. write and in the Imperative, p. 89. l. 14. after of all blot other, p. 98. l. 20. write pol for lep: In

p, 104, l, 4, p, 115, l, 28, *blot the* Comma *between* ruit *and* æris, p, 127, l, 22, *write* eo *for* ec, p, 128, l, 2, *write after* adversum ante pone cis circiter circa *before* circum, p, 132, l, 32, *write* yet both as such, p, 138, l, 9, *joyne* præterpropter, l, 23, *sever* præ, clam, ad per, p: 143: l: 24: *write* Pleonasmus, p: 155: l: 17: *write* perhibent, p: 167: l: 25: *write* Juventutis, *and blot the* Colon *after* consors, l: 26: *write* Comes *for* Compes, p: 171: l: 30: *write* with such other, p: 181: l: 14: *write* a judicious, p: 189: l: 33: *write* if reall. *From* page 192, *unto the end all the pages want orderly Numbers, according to which due orders*, p: 199: l: 26 *write* Learners, p: 200. 116: *write* as heu, p, 202: l: 21: *write* a forme, p: 206: l: 34: *write* cælebs *for* cæleſtis, p: 207: l: 22: *place the* Comma *before*, after Millions, l: 28: *write* such Clients *for* her Clients.

In Proſodia, p 1. l. 12. addito l, p: 4: l: 13: ſcribito hydra, p: 9: l 9. poſt abſolvit dele; necnon ſcribe Conia pro Covia, p. 13. l. 20. ſcribe l, ſive r. p. 14. l. 14: ſcribe reicitq; l: 18 quantitati, p: 15. l: 6: ſcribe ſic pro ſi, l: 13: Vites pro viteo, p: 16: l: 17: ſcribe incrementi p: 17 l. 19: ſcribe alterutrinq; p: 19: l: 14, ſcribe per et enis, l. 19. Anienis, p. 21. l. 6. ſcribe hujuſcemodi, l. 12. biduum, l: 19: u. vel y. p: 24 l: 17: ſcribe foris, l: 20: Dativi Gerundiorum, l, 23: ut eo p: 9: ſchedæ C, atq; l: 9: ſcribe fertilioris, l. 18. aſpiratæ, p: 10: l: 1: ſcribe utpote, l: 27: ſcribe indolis pro imolis, p: 16: l: 29. ſcribe numero, l. 33: Lyricorumq; p: 17. l: 16: ſcribe ſeci, p: 23: l: 12: ſcribe didactylo, p. 49 l. 18. ſcribe tetrametrum Mæonium, l. 19. ſacroſancta, p. 50. l. 1. pone Comma poſt eos is, l, 8. ſcribe cogat pro rogat, l. 24. trinario pro trimario, l. 36 ſic ſalus, p. 51 l. 9. iniquam, p. 52. l. 5: tetrametrum, l. 14. ortum, l. 16. Dianapaſto. l: 20: hypercatalectica, l: 32, Idem Mæonio, p: 53: l: 32: dactylo ſpondaicum, p: 54: l: 1: Quid, p: 55, l: 12: præſentia, l: 13: quum, l. 32: majeſtas tui, p, 56: l: 31: Idem trimetrum, p: 57: l: 15: condenſius, p: 59: l: 5: longam, l: 11: dicolon recipiens, p: 61: Cumulatos, p: 63: l: 31: rei metricæ.

Of Reading.

PEECH is no Guift of Nature, but an help of Art, which doth require a Method necessary as in other Offices, so in Reading, whether of Print, or Written Bookes: for which purpose this short Treatise is composed, prescribing plain and certain Rules unto the Reader, who must walke by steppes, and not by skips, else may proove lame and disabled for further Progress. Therefore hee that will read rightly, must learn first the Letters and their Properties, then proceed unto the nature and constitution of a Syllable; and lastly to distribute Polysyllables to their just parts.

Of Letters.

LEtters are the first Elements of every word needfull to be perfectly known of

Learners in three Properties. First, in the Shape or Figure. Secondly, in their Force or Power. Thirdly, in their severall Names taken from their severall powers in Pronunciation.

The figure of Letters.

THE Figure of Letters should be made familiar to the Learners, specially the different parts thereof distinguishing each from other, to prevent mistakes: and for that purpose Teachers may accustome Children to some easie resemblances of each Letter, suitable to their Wits. To prescribe therein ought satisfactory unto Schools-masters, were impossible; yet til better judgement provide a better way, such as want a Guide may at first entrance begin with small Roman Letters, according to the Example following.

a the halfe Hart.
b the new Moon stuck at the bottome of a Stake.
c the old Moon.
d the old Moon stuck at the bottome of a Stake

a Stake.
e the weeping Moon.
f the Thetchers Rake.
g the Carriers Pack.
h the back Chaire.
i the long Stake halfe in the ground.
j the little Stake with a Boitles head over it.
k the back Chaire and Foot-stoole.
l the long Stake above ground.
m the great Rakes head with the teeth downward.
n the little Rakes head with the teeth downward.
o The ring, or full Moon.
p The new Moon at the stakes head.
q The old Moon at the stakes head.
r The old Moon with a stake at her back.
ſs The hedghook and linke of a chain.
t The old Moon ſpotted on the top.
v The little Bell turned up.
w Two Bells both turned up.
x The croſs, or two Bels tyed top to top.
y The Bell and Rope.
z The tack.

Thus Learners may take perfect notice of

every letter which of them are like, and by what unlikeneſſe each letter may be diſcerned from any other.

The power of Letters.

THe ſpeedieſt and eaſieſt way to gaine a certaine knowledg of every letters power in pronunciation will be, to aſſigne ſuch names for them as will beſt expreſſe their ſounds, and (as neerly as can be comprehended in familiar words) the meer pure ſounds thereof having no mixture of any other with addition of ſome pleaſing gloſſe for the learners better memory, as in the enſuing inſtances.

a A The deafe mans anſwer.
b B That doth make the honey.
c Co Cuco That doth ſing always the ſame ditty.
Che ceci The Latin for blind men.
d Dee Saith the Maſter when boyes do a-(miſs.
e E The Kids bleating.
f Fee The Lawyers reward.
g Gagogu The Ganders call.
Gheegegi The Carters charge.

h Hee That speaketh of a Male.
j Jay That devoureth the garden fruit.
i I The best Scholler.
k Key That doth lock and unlock the doors.
l Lee That is used to drive Buck-cloths.
m Mee Whom all should favour.
n Ney The speech of Horses.
o Ouo The wonderers language.
p Pye Both bread and meate.
ph Phy A note of dislike and loathing.
qu Qui The latine for which.
r Ree The drivers words to put Horses from him.
s See The office of the eyes.
sh Shee Whereby we speak of Females.
t Tee The word amongst good fellows.
th Thee thie That part between hip & knee.
tio Tio The scene of hypocrites.
v Vee The common exercise of Gamesters.
u U A note of courting Doves.
w Wee The Schollers.
wh Why A word requiring reason.
x Xee That fetcht up knotty flegme.
y Yee The Teachers.
z Zee The noise of hot iron in water.

IT were an easie matter with coyning a new figure for every letter, to make their shape as well as sound to be suitable to their names. But such Hieroglyphicks, like new devised Characters, would conduce rather to enthral, then to enlarge knowleledg, being useful for the Learned, not for Learners, for acting private Interests, not advancing the publique good. Wherefore it is omitted as devious from that only end aimed at herein, to wit, the inabling of Learners to read with understanding those good Authors extant, never hoping to repaire the losse of such a fruitfull Harvest by the gleanings of new fangled fancies.

Children may with their sports be taught their letters, having upon Dice or Cards the Alphabet instead of spots, as *a.* for Ace, *b.* for Blanck, *c.* for Catre, *d.* for Dewse, or the like invention for such and all the rest.

Otherwise, wealthy men may with small charge, and their childrens great encouragement in learning, procure severall pictures to be exactly drawn, and coloured, with the first letters of their names: as for instance, *Anthus, Bittor, Cocke, Dowe, Eagle, Finch, Goose,*

Goose, Hawke, Jay, Kite, Larke, Martin, Nightingale, Owle, Pye, Quail, Rooke, Snite, Teale, Vultre, Widgeon, Iynx, Telamber, buzZard, or some other names of any creatures most familiar to the Schollars, and agreeable to the purpose, being useful to make Learners more readily remember both the shapes and sounds of letters, but further are not fit for proper names, conducing to spell words thereby, wherein the only expedient must be a recourse unto the Abcedary.

The distribution of the Letters.

TO perfect knowledg in the sound of Letters, it will be necessary to understand that some are Vowells, and that the rest are Consonants.

Of Vowells.

The Vowels, so called, because they sound of themselves, are six, *a. e. i. o. u. y.* all which are aspirated, having *h.* before them.

Of Consonants.

Consonants, so named, because having no

ſound of their owne, they joyn in ſound with vowels, are twenty, *b c d f g h i k l m n p q r ſ t u w x z.*

The diviſion of Conſonants.

Conſonants are conſidered with reference either formally to the ſound, or inſtrumentally to the Organs that frame the ſound, or accidentally to their variation; for ſome by conjunction with different letters differ in their ſounds.

Their diviſion by the ſound.

Conſonants with reference to their ſounds are mutes, liquids, aſperates, or double conſonants.

Of Mutes.

The Mutes are eleven, *b c d f g k p q t j v.* ſo called, becauſe of themſelves they have no ſound, neither will any two thereof move before a vowell in Engliſh words, nor but ſeldome after. In Greek words they will move before by couples, as in *Bdellium, Cteſiphon, Ptolomy.*

Of

Of Liquids.

The liquids or halfe-vowels are five, *l m n r w*. whereto ſome add *ſ* and *h*; ſo named, becauſe having clearer ſound then mutes, and being liker unto vowells, two or more of them together, or joyned unto mutes, will move with any vowell: as in *ſhrill, ſtrength.*

Of Aſpirates.

The Aſpirates are nine, *ſ h ch gh ph ſh wh th* and *tio*, and in Greek words *rh.*

Of double Conſonants.

The double Conſonants are two, *x* and *z*, either of both having the ſound of a mute and liquid, as *Axe*, ſounding like *Acſe*, and *Maze* like *madſe*; whereto may be added the former Aſpirates, having a double ſound.

Diviſion of Conſonants by the Organs.

Conſonants referring to the Organs, whereon

whereon they ſound are gutturalls, palatalls, linguals, dentals, labials.

Of Gutturalls.

Gutturalls ſounding from the throate are ſeven, *a e i o u y* and *w*, whereto may be added *gh wh*.

Of Palatalls.

Palatalls ſounding on the roof of the mouth are ſeven, *r ſ x z j* conſonant, with *c* and *g* before *e* and *i* vowell, whereto may be added *c* before *h*, and *c* before *i*, with another vowell following.

Of Linguals.

Linguals ſounding on the tongue are four, *k q* and *c g* both before *a o u*.

Of Dentalls.

Dentals ſounding on the teeth are foure, *d l n t* and *th*.

Of

Of Labialls.

Labialls ſounding on the lips are five, *v b f m p*; whereto may be added *ph*.

Diviſion of Conſonants by variation of the word.

Few letters in any tongue, whether vowels or conſonants, but with reference to the affections of words, are mutable, and ſo they are found in Engliſh, as I, mee, wee, us, thou, thee, you, hee, him, they, them, ſhee, her, mine, our, thine, your, his, their, foot, feet, ſtaffe, ſtaves, man, men, am, art, is, are, doe, did, have, had, make, made, flee, fled, flown, buy, bought, dare, durſt, ſlay, ſlew, ſlaine, helpe, holpe, ſmite, ſmote, ſmitten, ſling, ſlang, ſlung, and in ſuch other words; yet in other Languages letters are not varied, either ſo many, or ſo often, as in the Greek and Latine, having ſeverall Declenſions and Conjugations, which other tongues do generally want, and therefore have fewer mutable letters. It is a property of Engliſh, that ſome letters by conjunction amongſt them-

themſelves in ſyllables doe become mutable only in ſound or power, not in ſhape or figure, which will appear in the following obſervations upon the ſeverall letters.

Of the conſtitution of Syllables.

The premiſes rightly underſtood, will eaſily inform Learners in the nature of a ſyllable, being the leaſt part of a word pronounced, with ſound ſo named, as compriſing no more but a ſingle note, which may be either any of the ſix vowels ſeverally, as wee are wont to ſay (*a* by it ſelfe) or a compoſure of two, or more letters, whether they be all vowels, called homogeneous ſyllables, as being all of a kind, and called Dipthongs, as carrying a double ſound, or elſe be vowels and conſonants joyned together, called heterogeneous ſyllables, becauſe made of divers kinds of letters, which may be many in the ſame ſyllable, as in *ſtraights*.

Of ſingle ſyllables.

A I and *O* are oft found ſeparable, but any other vowel as well as they will require in many words to be ſpelled apart, as in *a-men*, *e-quall*, *i-doll*, *o-vtn*, *u-ſurp*, *y-ron*.

Of heterogeneous Syllables.

Syllables made of Vowels, or Dipthongs joyned with Consonants in words of one or many Syllables, beginning with Vowels or Consonants, and these either Mutes, or Liquids, severally or joyntly are in particular instanced in the Abcedary, or Primar.

The reason of dividing Syllables.

EVery Syllable that doth not end a word, should end in a Vowell, if no more Consonants follow then will begin a word, according to the series of words beginning with Mutes, and Liquids in the following Abcedary.

When more Consonants follow, the precedent Vowell then will begin a word, those over and above what will begin a word should be taken with the precedent, and all the rest being initials should be put to the next succeeding Vowell, as in *pur-chas*, *brasse-panne*:

Such Consonants as otherwise would begin a word, being parcels of many words compounded, and commonly the formatives of words

words derived, ſhould be ſevered, as in com
poſition, ſo in derivation, to notifie their re
ſpective condition; ſo not a-brupt, but ab
rupt, not co-gnize, but cog-nize, not di-ſuſ
but dif-uſe, and paſ-ture, not pa-ſture, ſcrip
ture, not ſcri-pture, doc-trine, not do-ctrine
pleaſ-ed, not plea-ſed, but pla-ced, ra-ging
becauſe c. and g. move onely before e. and
in that peculiar ſound, having different ſound
when they move after any Vowell.

Obſervations upon the Letters tending to right Syllabizing.

THough to ſtrengthen Memory by the
ſound of knowne words, ſundry Con
ſonants are moved in the former Names b
ſundry Vowels, yet were it very expedient i
framing Syllables to move all Letters uni
formly, as in the following Abcedary, no
onely Vowels, as in the common Alphabe
but alſo Conſonants, to wit, as bee, cee
dee; ſo likewiſe ſee, gee, hee, &c. all i
a diſtinct ſound from any Vowell, thereb
making them receptible of the ſound of eve
ry Vowell without confuſion in a repeti
tion of the ſame ſound in ſpelling, Fron
which

which Rule must be excepted, ce, ci, tio, differing them from see; and key, differing it from cee, and jay, differing it from ge, gi, and phy, differing it from fee. And lastly yee, differing it from i. reserving onely unto these the former Names, assigned to expresse their power in Pronunciation, for better notice of distinct Characters, having the same common sound.

The Letters j and v have either of them two distinct Figures, one as Vowels, the other as Consonants, and therewith a distinct sound, the property of distinct Letters. Wherefore if either next before a Vowell, or a Dipthong doth begin a Syllable; as in joyn, rejoyn, vail, prevail, or if v after a Vowell, or after l or after r in the same Syllable doth end it, as in cave, knives, calves, carve, then they are Consonants, else both are alwaies Vowels.

The Letter s without change of sounds hath change of Figures, the last, being properly small, is designed in that figure to close words with more grace in a lesser, modell.

Other Letters in English have more sounds then Figures, whereas in the Mother Tongue

each

each aspirate, as *ch ph th* in Greek; and the same with *gh sh* in Hebrew, have every one their peculiar figure yeelding their entire sound.

It is proper to the Latine with modern Autors, that *t* hath a sibilation sounding like *s* before *i*, and another vowel in middle syllables, having neither *s* nor *x* immediately precedent, as in *Caution*: not in *fustian*, *commixion*: And in English both vowels with *t* make but one sylable, as in *Cretians*, *pa-tient*, *moiton*, all dissylables wel known in poetical measure.

W is a letter proper unto English, and before a vowell moveth only with *h* and *r* as in *who*; *wrote*; but after vowels moveth with *t* *d* *k* or any liquids, as in *spowt*, *hawd*, *hawke*, *brawl*, *rewm*, *downe*, *flower*, *stewes*, and with *c* in the sound of *s*, as in *sawce*.

Q is a letter proper to the Latine tongue, associated every where with *u*, else doth sound like *k*, another letter proper to the English, and both sound like *c* before *a o u*, before which vowels *g* doth keep like sound, but not quite so strongly. Both *c* and *g* have always a strong sound in the end of syllables, except *e* silent doth immediately follow, as in *ne-glect*; but both moving after vowels

with

with *h* are aſpirated, as in *high*, *rich*; and *c* with *h* moving before a vowell, as in *chiefe*: both *c* and *g* moving before *e*, *i* or *y* being the finall vowels, are ſoftned, as in *clemence*, or *cle-men-cie*, or *cle-men-cy*, *ſponge*, or *ſpon-gie*, and every where before *e* or *i* in any La-tine word, as in *centre*, *circle*, *gentle*, *gi-ant*; but in Engliſh words *g* doth commonly ſound ſtrongly, as in *get*, *give*, and likewiſe moving with ſilent *h* before a vowell, as in *ghoſt*, & alſo *c* moving with *h* ſilent in words borrow'd from the Hebrew and Greek, as *Chemoſh*, *Character*.

In the beginning of Greek words *h* after *r* is ſoundleſſe, as in *Rhetoricke*: and the finall *h* in Hebrew words is ſilent, as in *Selah*, *Sarah*, ſo is *h* in *John*.

The finall *e* moveable in all proper names being of other Languages, as *Teſſe*, *Phebe*, is alwayes ſilent, or quieſcent in Engliſh words, except in, the, where the office of *e* being ſilent, is to ſoften the next precedent letter, as in *robe*, differing it from *rob*, and it retaineth the ſame office in the midſt of compounds, or derivatives, as in *robe-like*, *e-merce-ment*, *en-gage-ment*, and ſo it doth continue ſilent with a finall *s*, the common note of pluralls,

or genitives, for *of*, as in *robes*, or in a *robes* place, for the place of a *robe*; but that finall *e* will move in pluralls, between conſonants of like ſound, to keep either from being ſoundleſſe, as in *faces*, *patches*, *wages*, *wedges*, *roſes*, *ruſhes*, *foxes*, and ſuch others; ſo in all Exotick proper names, as *Chremes*, unles they be forced by cuſtome to an Engliſh termination, as *Theb's*, *Rhod's*.

Moreover *u* will be ſilent with a finall *e* after *q* and *g* in words both ſimple and compounded, as in *reliqus*, *plague*, *relique-like*, *plagueſ-marke*, where *u* ſilent doth fortifie *g*, as alſo in *gueſt*, *guide*, and ſuch like. Laſtly, *o* before a finall *n* doth after liquids give no ſound, as in *priſon*, *iron*, which are pronounced *priſne*, *irne*: Likewiſe *on* is ſilent after *v* conſonant, and before a finall *r* in primitives or derivatives, as in *favour*, *favourable*, pronounced *fav're*, *fav rable*: ſo is *e* ſilent before a finall *n* and *r*, as in *Stev'n*, *giv'n*, *ev'n*, *nev'r*, *flow're*, *fabre*, *maſſacre*, *powdre*, *maugre*, *capre*, *ſtarre*, *ſmoothre*, and ſuch like. *O* is ſilent between *ti* and *us* in the ſame ſyllable, as in *ſpa-tious*.

And any vowell by Craſis or Synæreſis may be ſilent, or change ſound in the impro-

pe

per dipthongs, as in the following instances.

A in *Aetna, ease, beauty, goat.*

E in *view, rheum, George, neatre, friend.*

I in *chief, fruit.*

O in *Oedipus, feoffe, people, blond, good, precious.*

U in *auncient, guile, humours.*

Y in *fay, key*, pronounced like *fea, kea.*

The vulgar use in English Schooles to desert uniformity of names, or to keep constantly to one sound of letters, are either way exceeding prejudiciall unto Learners; and therefore do require some good redresse. It is against both rule and reason of the best Grammarians, that *y* a vowell sounding of it selfe should take thereto a consonant to expresse its sound, being vulgarly called *wy*. And it is no lesse irregular, that *w*, a playne consonant, and no vowell should be called double *u*, a name taken from the figure, not from the form or sound, which should denominate letters: And so it is no lesse incongruous that all consonants have no uniform names beginning with their proper sound, moved by a subsequent vowell; not some by subsequent, as *bee, cee, dee*, others by prece-

dent Vowels, as *ef el em en es ex ar*, an
others by precedent and subsequent, as *izar*
which complication of letters in the nam
would amaze a learner to find out the pro
per sound of letters that are so named. It
likewise unreasonable, that *h* a meer aspirat
on serving to any vowell, and to many oth
consonants, no lesse then *c* should from th
last be called *ach*, if it must have no prop
name being due thereto, as having distin
shape and sound, it should with more equi
joyne in the appellative name with *s*, as ne
rest thereto in sound and nature, both bei
Aspirations; wherefore *Sir* with us in t
Saxon tongue, whence English cometh,
called *Her*.

The fore-mentioned letters *I. V. C.*
with all the Aspirates, must be allowed di
ferent sounds, and therewith names, or e
the names and sounds which should be suit
ble, will by their own unconformities beg
mistakes, *yet* will be read for *jet*, *wary* for
ry, *mask* for *mack*, *rage* for *rag*, and in li
fort other words, if as it ought the sou
shound be pursued rightly. Now if
ny should tell *John Doe*, having sheep m

ked with *A. B.* that *A.* is for *John*, and *B.* for *Doe*, neither *A.* nor *B.* conferring any ſound proper to any letter of his name, it would be thought thoſe ſheep were plundered, and ſo paſſe for a bitter jeer. And ſo we are no leſſe mocked with names of letters that are impertinent to their ſounds. True it is, that ſuch names are at laſt corrected in the practick part, and cuſtome doth overmaſter the firſt errour againſt the known ſound and common ſenſe: But it would be farr more congruous and ſucceſſefull, that principles and practice ſhould concurre with us, leaving that property to the French men, who affect a pronunciation of their words quite different from what they are in print or writing.

This did move the Author to propound a new Abcedary, with a Preface, declaring the true reaſons of Innovation, being no affectedneſs, which he doth moſt deeply abominate, much leſſe any inclination to diſturb the vulgar, whom he heartily endeavoureth by much hardſhip in this enterpriſe, though ſeeming never ſo deſpicable, to releive by a ſurer and ſhorter way of gayning literature: And for evidencing the truth thereof, hee doth

willingly referre himſelfe to any impartiall Judgements to determine which way ſhall ſeem moſt reaſonable and likelieſt to ſucceed with moſt proficiency upon a juſt compariſon of the principles in rules and practiſe of either methods, to wit, of the vulgar way formerly accuſtomed, and of the new form here propounded, deſiring firſt theſe premonitions to be remembred.

The rules of right and ready ſpelling.

1. ALl letters joyning in one ſound ſhould paſſe under one name, agreeable to that ſound, as in Dipthongs, and *quee tio*, with all aſpirate conſonants inſtanced in the examples following, and *ca co cu ceci, ga go gu ge gi*, having no certain ſound, but as moved by certain vowels, ſhould for a certainty be moved conſtantly therewith. Learners alſo ſhould obſerve the difference between *cee* or *gee* fortified, moving after vowels, and *ce* or *ge* mollified before *e i* or *y* in the end of words, or in any place of Latine words.

2. The letters *h o u* and *e* ſhould be notified when they are ſilent as a juſt account

when

when their ſound is miſſing: And ſo ſhould a ſilent vowell in any improper Dipthong be likewiſe ſpecified where one vowel only foundeth by Synæreſis, or the ſucceeding ſound, when the ſounds of both vowels are changed by Craſis. Therefore in purſuance of the proper ſound of every letter, being the peculiar uſe or end thereof, take this particular theme as a pattern for all others.

Good Phyſitians ought to quit vitious humours with what ſpeed they can, ſtriving next to ingender wholſome blood: And the chief care in Chriſtian Schools ſhould be zealouſly to eject errours from childrens lives and judgment, then to endeavour quick progreſſe in vertue and knowledg meet for ingenuity.

The practicke way of ſpelling.

Gee double *o* (for long *u*) *dee* (good) *phy yee phy ſee i ſi tia nee ſee tians* (Phyſitians) *ou* (for *o* long) *ghee tee* (ought) *tee o* (to) *quee i* double *tee* (*e* ſilent) (quitte) *vee i vi tion* (*o* being ſilent) *ſee tious* (vitious) *bee, u hu mee ou* (for *o* long) *ree ſee mours* (humours) *wee i thee* (with) *whee a tee* (what)

ſee pee double *e* (for ſhrill *e*) *dee* (ſpeed) *thee ey* (they) *ca nee* (can) *ſee tee ree i vee ſtriv i nee gee ing* (ſtriving) *nee e xee tee* (next) *tee o* (to) *i nee in ge nee gen dee e ree der* (ingender) *whee o lee* (*e* ſilent) *whole ſee o mee* (*e* ſilent) *ſome* (wholſome) *bee lee ou* (for *u* long) *dee* (blood) *A nee dee* (And) *thee e* (the) *chee ie* (for *e* ſhrill) *fee* (chief) *cee a ree* (*e* ſilent) (care) *i nee* (in) *cee* (he ſilent) *ree i chri ſee tee i ſti a nee an* (Chriſtian) *ſee cee* (*hee* ſilent) double *o* (for *u* long) *e* ſilent) *ſee* (Schooles) *ſhee ou* (for *u* long) *lee dee* (ſhould) *bee* double *e* (for ſhrill *e*) be) *zee e* (for *e* long) *zea lee ou ſee louſ lee yee ly* (zealoully) *tee o* (to) *e* (by it ſelf) *jee e cee tee ject* (eject) *e ree er ree ou* (for *o* long) *ree ſee rours* (errours) *fee ree o mee* (from) *chee i lee dee child ree e nee ſee rens* (childrens) *lee i vee* (*e* ſilent) *ſee* (lives) *a nee dee* (and) *jee u dee ge* (ſilent) *judge mee e nee tee ment* (judgment) *thee e nee* (then) *tree o* (to) *e nee en dee ea* (for *e* long) *dea vee ou* (for *o* long) *ree vour* (endeavour) *or dee ea vee* (*ou* ſilent) *ree dea-v'r* (endeav'r) *quee i cee key* (quick) *pee ree o pro gee ree e ſee gres* (progres) *i nee* (in) *vee o ree ver tee u e* ſilent *tue* (vertue) *a nee dee* (and) *kee nee o wee know lee e dee ge* (ſilent)

ledge

ledge (knowledg) *mee* double *e tee* (meet) *fee o ree* (for) *i nee* (in) *ge* (by it ſelfe) *nee u nu i* (by it ſelfe) *tee yee ty* (ingenuity.)

Thus a juſt account is given of every letter in the right ſound thereof; and when the ſame is ſilent, or doth vary from the proper ſound, which the vulgar Alphabet cannot perform, wanting convenient principles, whence the common people verſed onely thereunto ever failed in Orthography; for when they write their own affaires, after much racking of their wits, it were eaſier to uncipher characters, then to read their riddles

Therefore being quitted by theſe or the like helps from the thralldome of the former evill grounded cuſtome, though at the firſt uſe the ſtrangenes of a new method may ſeem irkſome, yet learners in ſhort time will find therein both eaſe and pleaſure, joyned with much profit, to their no leſſe contentment, then amazement, that they were freed no ſooner.

Directions

Directions to teach and learn with profit.

1. *Of Prayer.*

TEachers before and after Schoole-employments, both in the Morning and Afternoon, should make humble addresses to the Father of lights, the Author of Wisdome and all good things in a set form of devotion appointed by grave judgement of godly Magistrates, as fittest for publique use, which should be common and familiar to all the company, that God may blesse their labours, without which no good successe can be expected.

2. *Of Catechisme.*

Masters likewise ought once or twice in every week to design a set time for catechising of their Schollers in authorized formes; for by such instructions they will better understand what grace they want, and more heartily petition for it, and more seriously endeavour to exercise it in their daily practise.

3. *Of*

Of attendance in School-time.

It is neceſſary that Maſters be conſtantly preſent with their company to keep Learners to their ſeveral tasks, elſe improvident youth will be deſperately careleſſe to improve their time.

4. *Of ſhort Leſſons.*

Learners will be much encouraged by ſmall and eaſie leſſons, whereas greater tasks might ſoon amaze them.

5. *Of ſlow and ſure progreſſe.*

He that will teach with ſpeed and good ſucceſſe, muſt not ſuffer Schollers to proceed untill they are perfect in that which they have in hand: as for inſtance, none can read with reaſon, or underſtandingly, that cannot ſyllabize rightly, or be made a perfect ſpeller, except he doth firſt know the affections of letters for the conſtitution of a ſyllable, or underſtand their affections, without knowledg of their certaine ſound, or be free from errour in any of the premiſſes, being not well skilled

skilled in the distinct figure of every letter, each degree being subservient one to another in the due progresse made therein.

6. Of entring beginners carefully.

A small errour at first entrance will soone get ground, and hardly be discontinued, which should adde to the Masters care, that each beginner be first entred by himselfe, or by such as he may trust, and in his presence, untill the Novice is well acquainted with the properties of all letters and monosyllables, and enabled by the Laws thereof to divide the polysyllables to their just parts, according to the rules prescribed in that behalf.

7. Of putting Syllabizers to set forms.

Schollars that can syllabize rightly, will be made therein more ready, if they be ranged into forms by couples, or rather by three or foure in company; that while one doth spell the Lesson, the rest giving good heed thereto, some may learn thereby to do the like: And others that have better skill may reform mistakes of him that is the Reader, untill all of them

them by turnes have ſpelled, and read their Leſſon: And in concluſion, they may equally divide the Leſſon into ſeverall parts, for every couple whereof, each one in his turn reading word by word in his Book, the others part may require his Partner to ſpel the ſame accordingly without book: And the Reader that heedeth the ſame by Book, may reform all errours of the ſpeller, ſwarving thence; which being uſed with care and diligence for a while, will for ever after make right ſpelling habitual to the company.

8. *Of Schollars communicating knowledg.*

Schollars that have attayned the true reaſon of reading rightly will be much perfected therein by reducing received precepts to frequent practiſe, which is done to the beſt advantage when ſuch do teach their fellowes; for as the more ingenious are thereby more exerciſed, ſo the duller ſort are more capable of inſtruction from them, having among themſelves an eaſier method in a proportion neer their own capacity, by a more familiar diſcourſe, fuller of freedome for ingenuity to

to expresse it selfe where there is no disgrace for mistakes, no feare of offence, much lesse any amazement, as oft as it happeth in rendring to hasty Masters, besides that Schollers made super-visors of their fellows, are far more studious and considerate in teaching others, then when they learn themselves, expecting more credite or disgrace as guides, then guided; And in such Schollers exercise, Masters, who have forgotten that they were children, may by fresh experience finde what will suite with childrens wits, and apply all industry thereunto.

9. *Of emulation bred in Schollers.*

It will much excite the wit of Learners to nourish in them a conceit of excellency, and set each at strife with other who shall be most eminent, and upon fit occasions to foment such good ambition.

10. *Of retributions.*

Proficients should be encouraged with any lawful contentments, specially such as are serviceable to their own and others further progresse

progreſs, as by notifying to them, that all the credit, profit, and pleaſure that befall them, are attendants on ingenuity: and contrariwiſe loiterers ſhould be diſcountenanced by abridgment of their delights, adding thereto ſome diſgrace and penance, as by ſticking at their girdle a rod, or by branding their hands with ferules, ſo making them exemplary to their company, untill they do repair their former negligence by more care and induſtry.

11. *Of time to be ſpent at Schoole.*

Schollers ſhould not ordinarily be kept unto their Books above four hours together, or leſſe then two: an abatement hurteth leſſe then an exceſſe therein; for that doth onely delay proficiency, this doth dull the Learners, and quite diſcourage them.

12. *Of Schollers recreations.*

Recreations ſhould not be granted in School-time, but as the reward of former, or bribe of future diligence; and the ſports

ſports allowed ſhould be by ſpeciall choiſe proportioned to advance ingenuity as well as to refreſh the Body, and therefore free from uncivility unto men, and much rather from diſhonour unto God.

13. *Of correcting evill manners.*

Common faults of ordinary converſation ſhould be corrected by Parents, or other Friends at home where they are committed, not brought to Schoole for puniſhment, which would more endeer that place to Learners, where the Maſters preſence doth acquit them of ſuch crimes: But otherwiſe to make Schooles houſes of correction, will make Schollers no leſſe impatient of good literature, then of the ſeverity annext thereto.

14. *Of removing Truants.*

Maſters after friendly exhortations unto vertue, and implacable diſlike declared unto vices, to prevent contagion in the company, ſhould remove the unreclaimable, continuing either in prophaneneſs againſt the known principles of piety, or contumacioufneſſe a-

gainſt

gainſt the rules of government, the maine ſupport of humane ſociety, ſpecially when either is defended with a flourish of exorbitate ſophiſtry, a plain evidence of impenitency capitall in childhood, by a maxime in the Law, that malice doth comprehend a man-hood.

The Abcedary,

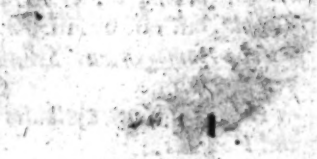
Or Primar Teaching.

The Figure, power, and names of letters with their affections for framing

SYLLABLES.

BRITISH MUSEUM 7 AP 75

a A	Vowels *b. e. a. e. i. o. u. y.*
b Bee	
c Ce ka co cu	Consonants 27.
c Ce Ci.	11. Mutes, *b c d f g k p q t j*
ch Chee.	7. Liquids, *l m n r ſ w h.*
d Dee	2. Double consonants, *x*
e E.	7 Aſpirates, *ch gh ph ſh*
f Fee.	*th tio.*
g Gee ga go gu	9 Mutable in ſound, *c g h ſ*
g Ge Gi	*t u w.*
gh Ghee	Quieſcent vowels are ſom
h Hee	times *e o u*, or any vow



a. A.
b. Bee.
c. Cee. ca. co. cu. ce. ci.
ch. Chee.
d. Dee.
e. E.
f. Fee.
g. Gee. ga. go gu. ge gi.
gh. Ghee.
h. Hee.
j. Jay.
i. I.
k. Key.
l. Lee.
m. Mee.
n. Nee.
o. O.
p. Pee.
ph. Phy.
qu. Quee.
r. Ree.
ſ. s. See.
ſh. Shee.
t. Tee.
th. Thee.
tio. Tio.
v. Vee.
u. U.
w. Wee.
wh. Whee.
x. Xee.
y. Yee.
z. Zee.

SIx *Vowels*, a. e. i. o. u. y. *twenty ſeven Conſonants, whereof eleven Mutes*, b. c. d. f. g. k. p. q. t. j. v. *and ſeven Liquids*, l. m. n. r. ſ. w. h. *and two double Conſonants*, x. z. *and ſeven Aſpirates*, ch. gh. ph. ſh. wh. th. tio. *likewiſe nine thereof be mutable in ſound*, c. g. h. i. p. ſ. t. u. w. *and five Queſcents*, g. *before* m. *and* n. *with* h. e. o. u. *or any Vowell in improper Dipthongs, eighteen proper Dipthongs*, ai. au. ay. ei. eu. ey. ia. ie. io. oi. ou. oy ua. uc. ui. ya. ye yo.

Eighteen improper Dipthongs, *A. long* aa. au. *E. long*, æ. œ. ea. ay ey. *E. ſhrill*, ee. eo. *J. long*, ie. ei. *O. long*, eo. oa. ou. *V. long*, eu. ou. oo. ui.

Five Homogeneous Syllables, aye. eye. yea, yee, you.

Heterogeneous Syllables of Conſonants and Vowells.

ab. eb. ib. ob. ub. ba. be. bi. bo. bu. by. ac. ec. ic. oc. uc. ca. co. cu. ce. ci. cy. cha. che. chi. cho. chu. chy. ag. eg. ig og. ug. augh, eigh, ough, ja, je, jo, ju, av, ev, iv, ov, va, ve, vi, vo, vu, vy. aph, eph, iph, oph, uph. pha, phe, phi, pho, phu, phy. aſh, eſh, iſh, oſh, uſh. ſha, ſhe, ſhi, ſho, ſhu. qua, que, qui, quo. ath, eth ith, oth, uth. tha, the, thi, tho, thu, thy. tia. tie, tij, tio, tiu. wha, whe, whi, who, why. barne, beſt, bitch, both, buckles, campe, centre, circle, coble, curſt, chyts, dazle, fence, gigs, giv'n, gotte, gulph, gathre, geld, gentle, highr, John, kyſſe, luſt, maze, nev'r, pith, philure, quote, rogues, reliques, ſawce, ſhelfe, tithes,

tithes, tongues, thirſt, po-tion, vultre, wart, whelpe Xer-Xes, yorke, Zuph.

Syllables of Conſonants and proper Dipthongs. Gain-full, laugh-ter, pay-able, feig-ned, beu-ty, ney-ing, Gra-tian, pa-tient, mo-tion, vi-tious, joi-full, howſe-wife, toyle-ſome, per-ſuade, banquet, lan-guiſh, yately, yelping, yo-ked.

Syllables of Conſonants with improper Dipthongs. Aa-ron aun-tient, Ae-gipt, Phœ-bus, plea-ſant, oſ-pray, mo-ney, feoſſe-ment, theev-iſh, peopl-ed, neigh-bour, chief-eſt, yeo-man, geor-gicks, roaring, humour, unthought, guilfull, roach-es, fav-rable, neu-ter, ſpatious, bloudy, good-nes, fruit-full.

Syllables of Mutes and Liquids before Vowells or Dipthongs. Bdel-li-um, black, bread, chriſme, cloiſtre, Cneius, crawle, Cte-nes, draught, dwell, fleagme, fringe, ghoſt, glaunce, py gmeys, gnaſh, grudge, gueſt, knight, Mne-ſter, phraſe, plague, Pnyx, priſ-n, pſalmes, ptiſan, rhewme, Sceptre, Schoole, ſclandre, ſcruple, ſhields, ſhrove, skaines, ſleights, ſmoothre, ſnaſle, ſpeake-ſpleen, ſprinkle, ſquibs, ſtople, ſtrugle, ſwitch, through, thwarte, Tmo-lus, troubles, twice, wharfe, wreathes.

GOod Phyſitians ought to quit vitious humours with what ſpeed they can, ſtriving next to ingender wholeſome bloud: And the chiefe care in Chriſtian Schooles ſhould be zealouſly to eject errours from Childrens lives and judgment, then to endeavour quick progreſſe in vertue and knowledge, meet for ingenuity.

Our Father which art in Heaven, Hallowed be thy Name, thy Kingdome come, thy will be done, in Earth as it is in Heaven, give us this day our daily bread, and forgive us our Treſpaſſes, as we forgive them that treſpaſſe againſt us, and lead us not into temptation, but deliver us from evill. For thine is the Kingdome, the Power, and the Glory, for ever, and ever, Amen.

Of Mutes and Liquids, with either of them.

Blaines, bread, cheeſe, chriſme, cloiſtre, Cnei-us, crawle, Cte-ſias, drench, flegme, freeze, glut, gnaſh, grief, grig, knight, mne-ſter, phraſe, pledge, pneu-ma-tick, prince, pſalm, pti-ſan, quit, rhewm, ſceptre, ſchool, ſclaun-dre, ſhield, ſhrouds, ſkains, ſleights, ſmoo-thre, ſnuffle, ſpouſe, ſprings, ſquare, ſtewes, ſtroaks, ſwim, thie, thruſh, thwart, *Thee-po-le-mus*, *Timo-lus*, troubles, twyn, wharfe, wreathes.

Of Polyſyllables.

Ab-ra-ham, *Bel-te-ſhaz-zar*, *Cle-o-phas*, *Dy-o-ny-ſi-us*, *E-le-a-zar*, *For-tu-na-tus*, *Ga-ma-li-el*, *Ha-ba-cuc*, *Iſ-ra-el*, *Ke-ren-hap-puck*, *Le-mu-el*, *Ma-la-chi-as*, *Na-than*, *O-ba-di-as*, *Phi-ne-as*, *Quar-tus*, *Re-chab*, *Sam-ſon*, *Ti-mo-thie*, *U-ri-as*, *Wen-ceſ-laus*, *Xan-thus*, *Yo-lan-da*, *Ze-lo-tes*, *Hal-le-lu-jah*.

Copies,

Copies, or Presidents.

1. *i u n m c e o x r s t z v w a q g j p y l b d h k f f f s s s h.*

2. *ambm cmdm emfm gmhm jmim kmlm mmnm ompm quirm smstm vmum wmxm ymzm, &c.*

3. *Expect thy selfe surprized here in toyles,*
Being quit of them, take heed of worser foyls.

4. *A. B. D. P. R. C. G. X. O. Q. S. E. Z. L. I. T. F. H. K. M. N. U. V. W. Y.*

5. *A B C D E F G H I K L M N O P Q R S T U V W X Y Z.*

6. *Who is content with his afflicting fate,*
Doth place therein his bliss, though not till late
Intirely reap's, Repasts suffice him now, (plow;
Hard crusts at worke, when he doth leave the
Being well assur'd of endless feast and Ease;
That maketh hardship the mean while to please.
A stocke, or Stoicke he's not without sense
Of suffering, his support is Continence,

Grounded

Grounded on faith, that matter must take form
From passive pow'r, freed from destructive
(storme.
Loe be delights in durance, not as blisse,
Nor end, but meanes, which nev'r thereof do
(misse.
Know then that Vertues Quintessence, whose
(Zeal,
Yea Xanthicke venome, turns to healthy meale.

The rules of Art in writing.

1. SUch as will learn to write with good proficiency, ought as a necessary ground or principle thereof, have a perfect skill in Reading: And being so farr prepared, they should make it their first care to marke well their Copies, observing therein the shape of every letter in the likenesse and unlikenesse of each to others; for which purpose both sorts of letters, small and capitall are ranged for the Learners easier apprehension, in such an order as they have most affinity among themselves, the leading Characters in either Alphabet shewing the way how the

rest

reſt that follow may be performed with the beſt advantage.

2. Learners ſhould likewiſe know the terms of Art in writing: as for inſtance, they ſhould know the threads, as ,- which do begin and end all letters, joyning each to other in every word, and therefore ſhould be made as ſmall as Pen can draw them, to be thereby diſtinguiſhed from the main part of any letter, the down-right ſtrokes, as *i u n m* called Minims; the waved ſtroaks, as *r ſ t v w a z*: the rounds, as *c e o x*: the ſtems or pillars, as *b d l h k*: the reverſed or loape, as *j p y g q*: the full length, as *f ſ*: the traverſe or croſſe thread, as *t* and *f*: Laſt, the parallels of foure ſorts, that is to ſay, the meane ſort, all contained in a double line, as *a c e i m n o r s u v w x z*, the over-lines, as *b d h k l*: the under-lines, as *g j p q y*: the over and under-lines, as *f ſ*.

3. It ſhould be further underſtood, that the breadth or fulneſſe of every ſtroake (the thread excepted) ought to be made equall in all letters of the ſame ſort, whether ſmall or Capitall, proportionable to the reſt of the ſame ranke; for to make ſome

ſtroaks

ſome ſtrokes thicker, and others thinner, either in the ſame letters, or others of the ſame ſort, doth argue too much impetuouſneſſe.

4. The fulneſſe of every ſtroak in all the ſmaller letters, ſhould be a juſt third part of the length of meane letters, and their length, an even halfe length of the over, or under-line letters: But the over and under-line letters ſhould have thrice the length of mean.

5. The diſtance between word and word in every line ſhould be the breadth of three down-right ſtrokes called Minims, and between letter and letter in every word the breadth of one ſuch ſtroke; in which ſpace the thread ſhould joyne the end of every letter to the beginning of the next that doth ſucceſſively follow throughout the whole word: ſuch compoſures of letters keeping a juſt proportion of the ſeverall parallels in fulneſſe, compaſſe, light and length, are called equidiſtances, adding a meet decency to all writings neceſſary to be aimed at induſtriouſly, and attayned to by Learners: But an ignorance of the Premiſes will diſable both Maſters readily to informe, and Schollars rightly to underſtand which way to draw the letters, where and why the ſame being made

may

may be allowed, or where and how they fail.

6. Teachers at first entrance of their Schollers should draw before them a dry pen upon the letters in the Copy, and then give the pen unto the Learners, and make them do the same, and tell them when they doe amisse, and if need require, guide their hand, and not give them over unstill they doe it rightly; being a necessary helpe to a further progresse.

7. Fit Instruments being provided, that is to say, a vyall of shining Inke, good Pens, a smooth Rule, and flat for steadinesse, a little Compass, a keen soft-edged Knife, and strong smooth Paper folded for short lines, in the first Copy-book four leaves to a sheet, and five or six sheets to a Book. Then Learners should be taught with their Compasse to prick their Paper-books at three lengths of Minims between prick and prick, and afterwards to take the Rule and draw a double line upon every prick with the Compasse points; or a forked quill made distant a Minims length, where all empty spaces between such double lines will be two Minims length, for the over and under-line letters just height and depth to keep them from encroaching either

either upon the others places: Or the Paper-book may be ruled in a speedier way with a piece of Iron or Ivory made comb-wise, with short and sharp teeth, fitted to draw lines equally distant at a Minims length each from another; wherein every four lines, the first will bound the height of the over-line letters, and the fourth will bound the depth of under-line letters, and the two middle lines will bound both height and depth of mean letters: Likewise the three first lines will bound both height and depth of Capitals, sorting therein with over-line letters: And each several bound being made familiar in writing by ruled lines after frequent use thereof, will grow customary and habituall without ruling.

8. After preparation as aforesaid, the Scholler sitting at some distance from Desk or Table whereon his Book is layd, with an upright body toward the light, should take his pen (dipt in Inke so full as none may drop from it) between the two fore-fingers of his right hand set out at length, & the thumb meeting the foremost finger on the other side of the pen, having the back upward, and the cut side leaning close under the naile up-

on

on the top of the middle finger, having the two leſſer cloſed together, leaving under it for a certaine ſtay to give a quick impulſion, with all advantage to the Pen, being held gently and ſtedily, not griped hard, being a let to ſpeed, which doth give the luſtre and life to writing.

9. Then the Learner ſhould ſet out his pen, hand, and arme wel ſetled to the elbow, kept cloſe unto his body, ſtraight towards his Paper-book, having thereon a blotting piece, both to keep clean his Book, and to aſſay therein all difficult letters before he doth write them in his Book for good: And withall he ſhould lay his left hand fingers, two over and two under the writing place, or keep the point of a Knife in that hand, cloſe under the line that he doth write upon, either of both helps being needful to keep the paper-book ſmooth and ſteady in the writing place. In which poſture he ſhould begin with Minims, both as the eaſieſt Characters, and as the principles to all other letters, which will be a competent exerciſe for ſome dayes employment.

10. If any Novice prove ſo dull, that hee doth not underſtand how to frame his letters

by

by the former rules, ſpecially when he cometh to ſome difficult ſtrokes in the over and under-line letters, it will be requiſite that the Teacher with a leaden pen doth draw before him ſuch hard letters, giving him good notice at every turn, and afterwards require him in the ſame manner to draw his writing Pen, being full of Inke, upon thoſe letters; for after ſuch experiments a learner can hardly miſtake right draughts. And ſuch attempts of diligence will be moſt neceſſary in the firſt draughts of Capitall letters whereof in their due place.

Young Writers muſt not be ſuffered at the firſt entrance to ſcribble, or follow their owne fancy, or frame letters in any other way then according to their Copie, and the directions of their Teacher, or to proceed faſter then they can make good proficiency, or to begin the tranſcribing of any letter in fewer draughts then a whole line, or more, as need requireth, and ſo to continue in their progreſſe untill they can attain a true and perfect ſtroke in all the Alphabet, according to the firſt Copy or Preſident.

12. When

12. When Learners are well skilled in the draughts of the smallest letters, it will be expedient, before they enter upon the Capitall, to teach them upon fresh memory how to joyne the same together, first by couples with *m* after every letter in proportion of so many words, as in the second Copy; and when that is performed regularly, to proceed unto the third succeeding president: both which will require much time to gain therein perfection; for Learners should endeavour therein exact performance of all circumstances required in the third, and fourth, and fifth precedent Rules.

13. After a good habite gotten in composing handsomely all the letters in severall words, Learners may conveniently assay to form the Capitall or great letters, as it is prescribed in the tenth rule, and in the fourth and fifth copies: But that worke being the Master-piece, should be done piece-meale to gaine therein the mastery, being the knottiest parcell in all the taske; and when that is well accomplished, Learners will only want a constant exercise of transcribing the sixth and last Copie, to make the due joyning of small and great letters alike habituall,

which

which is never performed dexterously, untill the Writer can finish any word with a light and nimble pul, before he taketh off the pen, the only way to make smooth cleer letters, which slow pen-men will never attaine unto with their oft correcting, the Art becoming thereby tedious to such Dullards, which to swift Pen-men is delightful in dispatch of businesse with speed and ease, the Authors chief end in these directions.

14. Writers should add to their former knowledg a competent skill, to make and amend their Pens, which is sooner learned by the guidance of a well skilled Teacher, then by Book-rules, be they never so exact; yet to supply defects, Learners may use the Instructions following, to wit, taking Goose quils, the strongest and roundest that they can choose, let them first scrape cleane a quill, and rub it smooth, then cut slope-wise the fore-part thereof two inches long; next fork the back part at end. Afterwards, giving it with their knife a short straight cleft in the midst of the fork, let them slit the cleft with another quill an inch deep, straight and smooth, without snarling; And lastly, let them them cut the quill first on the side next

to

to the thumb, then upon the fingers side, after the form of the pens wherewith they wrote before; so cutting smooth the nib, being left twice as long as the slit upon the naile of their left hands thumb, and enlargeing the slope of the fore-part; if it be not well neer an inch long, to avoid blurring. The work is done by rule and reason; which if tryal approve for good, it will not need correction: Else if the pen will not make clean strokes, and there is no haire therein, the fault is in a snarling and rugged slit, or in the unevennesse of the nib, which must be amended by a smoother and cleerer slit, and an evener nib: otherwise if the pen doth write too full, the slit must be made shorter, or the nib smaller, or happily both: And contrariwise, if the pen prove over-hard, the slit is too short, or the nib too sharp, and is to be reformed accordingly. Last, as the skilfull Swimmers do convert to another use the bladders, formerly good helps, but since grown anderances to their exercise: So may quick and ready Pen-men do with rule and compasse, when without them all their lines and strokes prove irregular.

15. It will much perfect the learners hand,

and

and withall improve their skill and dexterity for inditing any affairs, if they practise daily to transcribe some usefull matter from printed or written Books, conducing to their employments; for such exercise will habituate them, as in Orthography and sensible expression of what they write, so in reading and understanding with ease and readinesse the writings of other men: Whereas by neglect of this practick part, good Pen-men have proved so silly Clerks, that they durst not professe their skill, for fear of betraying their ignorance, and by long disuse grew quite disabled in that Art. It is commonly found in Writing Schools that Learners are never taught to read their Copies, much lesse what themselves do write: It is not so much regarded there how fairly copies are transcribed, so as the same be but fairly imitated, amounting often to just nothing: which is here advertised, in hope that so great an over-sight will be look't unto, and a better provision made for more proficiency, being the Authors hearty wish, free from all intention of aspersing any with disgrace.

16. Lastly, to make Learners compleat Pen-men, they should know where and when

to use all kinds of letters both great and small in every word, and how to put a proper point, or due stop to every sentence.

The places of Capitall letters.

Great letters take place as followeth. 1. A capitall letter should begin the first word in every period, as *Our father which art in Heaven.* 2. The first letter is capitall in proper names, as *Augustus Cæsar.* 3. The first letters in words derived from proper names, as *Augustan, Cæsarean.* 4. The first letter in appellative names, as King, Queen, Lord, Master, &c. 5. The first letter in any word of singularity, as *Law, Gospell, vertue, vice, Grammar, Logicke.* 6. The first letter in every verse or meeter, as

War through our Saviours grace,
May from us slide,
That truth may bide,
And shine in every place.

The places of small letters.

Small letters will take any place in word excepting

excepting, 1. The places designed for capitall letters specified in the former Rule. 2. That the short waved *s* doth always take the last place in words, whereas *ſ* of the full length doth serve for the first, or middle letters; both which places the short *s* joyned with the stems, will take in the Roman, but specially in the Italian Characters, as in *least*, *skill*. 3. That the waved *v* doth ever begin the word, be it either vowell or consonant, as in *vp*, *void*, but it hath no other place to stand for a vowel, whereas the Minim *u* may be used indifferently for a vowell or consonant in any place besides the first. 4. That the waved *r* is mostly used with *o*, being finall, as in *honour*, or with any letter in words contracted, as in *Sir*, *your*, *Mr.* 5. That of two small rounds will fit best at last, as in *the*.

Of points or stops.

Points direct to the true meaning of words, being all in number 11. to wit, 7. primary and usuall, whereof four be simple, *Comma*, *Semicolon*, *Colon*, *Period*: and three mixt, having besides their owne commonly a period implied therwith, *Interrogation*, *Exclamation*, *Paren-*

Parenthesis: which seven are pauses, or stops for sentences; and four secondary points of lesser use, serving only for words, not sentences, *Apostrophus*, *Diaresis*, *Hyphen*, *Ecthlipsis*.

Of the foure simple Points.

Comma is the shortest pause of most imperfect sense in a simple axiome, or sentence, marked thus ,

Semicolon is the next shortest stop of imperfect sense, commonly in a compound axiome, marked thus ;

Colon is a point of perfect sense, but not of perfect sentence constantly in a compound axiome, marked thus :

Period is the longest pause of perfect sense and sentence, marked thus .

Of all which take this following instance: *A Samaritan passed by, where the wounded lay; and when he saw him, he had pitty upon him: And he bound up his wounds, and brought him to an Inne, and tooke care of him.*

Of the three mixt points.

Exclamation is a long pause mostly of a simple axiome, imperfect for most part in sense

ſenſe and ſentence, marked thus !

Interrogation is a ſhort pauſe commonly of a compound axiome, perfect in ſenſe, but not in ſentence, marked thus ? An inſtance of both : *O generation of vipers ! who taught you to flee from the wrath to come ? bring forth fruit meet for repentance.*

Parentheſis, called by ſome *paratheſis*, both having the ſame uſe, is a ſhort pauſe, moſtly of a ſimple axiome, having a perfect ſenſe, not ſentence, inſerted to a precedent axiome, where it may be ſpared without detriment of ſenſe or ſtructure, being uſed for explanation of the former, and marked thus ( ) as for inſtance, *Judas* (not *Iſcariot*) *asked a queſtion. All the Ægyptians* (*both Horſes and Chariots*) *purſued the Iſraelites. The Captaine without violence* (*for he feared the people*) *put the priſoners in ward.*

Of the foure points for words.

Apoſtrophus is a note of a dipthong, or vowell cut off in the ſame, or divers words, as in *favˇred* for *favoured*, *learnedſt* for *learnedeſt* ; *lovd*, *givˇn*, *nevˇr*, *it's nothing*, for *it is nothing* ; *is't* for *is it* ; *th' Author*, for *the Author*

thou

thor; And sometimes a liquid is cut off, as *I'th house*, for *in the house*; usually *'s* doth stand for *of*, a signe of genitives, as *the sheep's head*, for *head of the sheep*.

Diæresis is a note of two vowels parted, as in *Lais*, *Bagoas*, *Diers*.

Hyphen doth notifie a continuation of the same word, being a compound, or derivative, as *rats-bane*, *harm-lesse*, *lame-nesse*.

Ecthlipsis doth notifie an abatement in the beginning, or end of verses:

——— *Repasts suffice him now,* (*plow*;
Hard crusts at worke, when he doth leave the
Being well assur'd of endless feasts ———

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